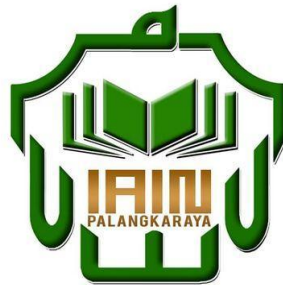


THE TEACHING OF WRITING DESCRIPTIVE TEXT AT THE EIGHTH GRADE OF MTS MENGKATIP

THESIS

Presented to
Stated Islamic Institute of Palangka Raya
in Partial Fulfillment of the Requirements
for the Degree of *Sarjana* in English Language Education



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2019 M / 1440 H

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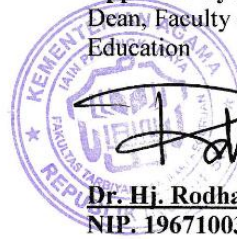
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MOTTO AND DEDICATION

“Allah doesn’t burden but according to his ability.”

(*Q.S. Al- Baqarah : 86*)



This Thesis is dedicated to:

My beloved Father Yayan Sabran, my beloved Mother Mainah, my beloved sister Salehah, Siti Uswatun Hasanah and my beloved brother Suwardi, Suwarno and Salihin. For their valuable endless prayer, material, time, sacrifice, patient and support. Thank you very much.

DECLARATION OF AUTHORSIP

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Declare that:

1. This thesis has never been submitted to any other tertiary education institution for any other academic degree.
2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
3. If at later time it is found that this thesis is a product of plagiarism, I am willing to accept any legal consequences that may be imposed to me.

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Yours Faithfully,

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ABSTRACT

Atikah, Siti. 2019. *The Teaching Of Writing Descriptive Text At The Eighth Grade Of Mts Mengkatip*. Unpublished Thesis. Department of Language Education, Faculty of Teacher Training and Education State Islamic Institute of Palangka Raya. Advisor (I) Sabarun M. Pd. ; (II) Akhmad Ali Mirza, M .Pd.

Key words: Writing, Descriptive Text, Qualitative Design

This research was aimed at observing teaching writing of English at MTS Mengkatip academic year 2017-2018 . The objectives of the study are 1. To explain the teacher procedures in teaching writing for eight grade student, 2. To explain the preparation by the teacher to teach writing for eight grade of MTS Mengkatip, 3. To explain the media used by the teacher to teach writing for eight grade of MTS Mengkatip, 4. To explain the strategy or method used by the teacher to teach writing for eight grade of MTS Mengkatip, 5. To explain the problems the teacher faced in teaching writing for eight grade of MTS Mengkatip.

The researcher used the descriptive qualitative study. This research described the teaching process of English at MTS Mengkatip. The data were taken from interview, observation, and documentation. The respondent was one English teacher.

The result of this research showed that, (1) The procedures of teaching writing on descriptive text for the eighth grade of MTS Mengkatip could be differentiated into three steps : pre teaching, whilst - teaching, and post- teaching. (2) The preparation in teaching writing descriptive text : designing lesson plan, designing material, designing method, and designing assessment. (3) The media that used by English teachers are : Lcd and music. (4) The method that used by the teacher in teaching writing are Conventional Method. This Method has always been used as an oral communication tool between teachers and students in the learning and learning process. In learning conventional method is usually by teacher accompanied by explanations, as well as the division of tasks and exercises. (5) The problems does the English teacher get in teaching descriptive text at the MTS Mengkatip the following problems: Material preparation

It was recommended that the teacher writing descriptive text .the teacher should be skilled in planning and selection of media used. The use media of appropriate media will affect the learning environment that was effective and efficient so that students excited and interested in learning English. And the teacher can consider other methods in discussion other than conventional method. And then , the teacher should provide the students with list of vocabulary or ask them to always bring dictionary since they still has poor vocabulary.

ABSTRAK

Atikah, Siti. 2019. *Pengajaran Menulis Teks Deskriptif Kelas Delapan di Mts Mengkatip*. Tesis yang tidak diterbitkan. Departemen Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Keguruan Negeri Islam Palangka Raya. Penasihat (I) Sabarun M. Pd; (II) Akhmad Ali Mirza, M. Pd.

Kata kunci: Menulis, Teks Deskriptif, Desain Kualitatif

Penelitian ini bertujuan untuk mengamati pengajaran menulis bahasa Inggris di MTS Mengkatip tahun akademik 2017-2018. Tujuan dari penelitian ini adalah: 1. Untuk menjelaskan prosedur guru dalam mengajar menulis untuk siswa kelas delapan, 2. Untuk menjelaskan persiapan oleh guru dalam mengajar menulis untuk kelas delapan MTS Mengkatip, 3. Untuk menjelaskan media yang digunakan oleh guru dalam mengajar menulis untuk kelas delapan MTS Mengkatip, 4. Untuk menjelaskan strategi atau metode yang digunakan oleh guru untuk mengajar menulis untuk kelas delapan MTS Mengkatip, 5. Untuk menjelaskan masalah yang dihadapi guru dalam mengajar menulis untuk kelas delapan MTS Mengkatip .

Peneliti menggunakan penelitian deskriptif kualitatif. Penelitian ini menggambarkan proses pengajaran bahasa Inggris di MTS Mengkatip. Data diambil dari wawancara, observasi, dan dokumentasi. Responden adalah satu guru bahasa Inggris.

Hasil penelitian ini menunjukkan bahwa, (1) Prosedur pengajaran menulis pada teks deskriptif untuk kelas VIII Mengkatip dapat dibedakan menjadi tiga langkah: pra mengajar, sementara - mengajar, dan pasca mengajar. (2) Persiapan dalam pengajaran menulis teks deskriptif: merancang rencana pelajaran, merancang materi, merancang metode, dan merancang penilaian. (3) Media yang digunakan oleh guru bahasa Inggris adalah: Lcd dan musik. (4) Metode yang digunakan oleh guru dalam mengajar menulis adalah Metode Konvensional. Metode ini selalu digunakan sebagai alat komunikasi lisan antara guru dan siswa dalam proses belajar mengajar. Dalam pembelajaran metode konvensional adalah biasanya oleh guru disertai dengan penjelasan, serta pembagian tugas dan latihan. (5) Masalah yang dialami guru bahasa Inggris dalam mengajar teks deskriptif di MTS Mengkatip adalah Persiapan bahan

Dianjurkan agar guru menulis teks deskriptif. Guru harus terampil dalam perencanaan dan pemilihan media yang digunakan. Penggunaan media yang sesuai akan mempengaruhi lingkungan belajar yang efektif dan efisien sehingga siswa bersemangat dan tertarik untuk belajar bahasa Inggris. Dan guru dapat mempertimbangkan metode lain dalam diskusi selain metode konvensional. Dan kemudian, guru harus memberi para siswa daftar kosakata atau meminta mereka untuk selalu membawa kamus karena mereka masih memiliki kosakata yang buruk.

ACKNOWLEDGEMENTS

The writer would like to express her sincere gratitude to Allah SWT., for the blessing bestowed in her whole life particularly during the thesis writing without which this thesis would not have come to its final form. Sholawat and salam always be bestowed to the last prophet Muhammad SAW., having shown us the role of life to make our life true.

His appreciation is addressed to:

1. Dr. H. Kharil Anwar, M.Ag as the Rector of IAIN Palangka Raya for his direction and permission of conducting this thesis.
2. Dean of Faculty of Teacher Training and Education of the State Islamic Institute of Palangka Raya, Dr. Hj. Rodhatul Jannah, M.Pd., for her invaluable assistance both in academic and administrative matters.
3. Chair of Department of Language Education, Santi Erliana, M.Pd., for her invaluable assistance both in academic and administrative matters.
4. Chair of Study Program of English Education, M. Zaini Miftah, M.Pd., for his invaluable assistance both in academic and administrative matters.
5. Thesis advisors, Sabarun , M.Pd, as advisor I and Akhmad Ali Mirza, M.Pd, as advisor II for their generous advice, valuable guidance and elaborated correction during their busy time to the completion of her thesis. All lecturers of Study Program of English Education for their valuable knowledge.

6. Siti Salmah, S.Ag, , as Headmaster of MTs Mengkatip for her permission to take research at the school.
7. Abdul Rahman W, S.s, as the English teacher of MTs Mengkatip for his suggestion and help.
8. All of Study Program of English Education, especially the 2012 period, for the support in sadness and happiness during the study in undergraduate program and for their spirits to accomplish my study.
9. Beloved parents, , Mr. Yayan S and Mrs. Mainah, beloved sisters and brother for their moral support and endless prayer so that she is able to finish her study. May Allah SWT bless them all. *Aamiin*.

The researcher hopes this thesis can give some benefits for the readers. The researcher also realized that this thesis is still far from the perfect, therefore some constructive critics and suggestions are warmly welcome. Hopefully, may Allah SWT., always keep us on the straight path and reward us for what we have done and this could be useful for all of us

Palangka Raya, April 26th 2019

The writer,

Siti Atikah
1201120753

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LIST OF ABBREVIATIONS

SMPN	: Sekoah Menengah Pertama Negeri
MTS	: Madrasah Tsanawiyah
MAN	: Madrasah Aliyah Negeri
MLA	: Modern Language Association
OHP	: Over Head Projector
LCD	: Liquid Crystal Display
DVD	: Digital Video Disc



CHAPTER I

INTRODUCTION

A. Background of the study

English is considered as the first international foreign language which is formally taught from elementary school junior high school up to university level learning. English is an obligation for the students because English has important function in Indonesia. English as the first foreign language has been given a special attention and role especially in education. This is why Indonesian government chooses English as the first language to be taught at the formal school because language has an essential role as a media for communication. According to Hornby (2000, p. 662) language as the system of communication in speech and writing that is used by people of a particular country. There are some steps in writing process, they are process of discovering and organizing the idea, writing or putting them on paper, reshaping, and revision writing.

Writing as one of four language skills (listening, speaking, reading, and writing) is very important in language learning. Writing activity has given an important contribution to human life, according to (Harmer, 2013, p. 1 (2)). Writing is used for a wide variety of purposes it is produced in many different forms. It can be seen in people's daily life activities when they need to write memos, letters, notes, invitations, brochures, articles, application letters, and many others.

Writing plays an important role in modern societies. The examples of writing activities products are books, magazine and newspaper that we read almost every day (Detapратиwi, 2013p.2 (2)).

Academic skills are important tools for students, especially students studying in the international programs of the study, in which English is used as a medium of instruction. Effective participation in academic texts comprehension and assignment writing depend on abilities to read, interpret and critically evaluate texts therefore, it is also commonly recognized that a successful learner is often a successful reader. It is an undeniable fact that learning and thinking processes can be enhanced by the reading ability of learners .

Moreover, academic writing skill is also important for the students to transfer and present their comprehension or capability academically . It is also a crucial skill for student's education and professional success asa lifelong process to transfer thpoughts and feelings for communication. It also enhances language acquisition because the learners practice to use words, make sentences, and write any pieces of texts to communicate their ideas effectively and to support grammar and vocabulary they are learning in the class . Using writing as a learning tool during reading leads to better reading achievement and that using reading as a vehicle for elaborating on ideas and understanding opposing views leads to better writing performance(Kaewsa , 2015 p.3 (1))

Mts Mengkatip is one of the junior high schools in Mengkatip which is applies English as local content subject. This program is purposed to prepare their alumnus to be able to learn English easily atnext education level . Besides , the students in this school will have additional skills,for their life English Skills.

Teaching English for junior high school students is not easy , because English has differences between pronunciation of words and written word. It demans the teacher's creativity to conduct the best teaching learning activity in the large class.

In this study the writer chose the topic in the title of research because of several things, the result of the study is expected : (a) to improve the quality , input, process, and result of education and writing learning in the school. (b) to help teacher and other education personnel to overcome the problem in teaching descriptive . (c) to help students who have difficulty writing descriptive text.

In this study the writer chose Mts Mengkatip as a place of research because of several things, among others:(a) Mts Mengkatip shows significant progress in recent years. Development has been done even still going on until now. Every year students enrolled to enter the Mts Mengkatip more and more. This proves that Mts Mengkatip increasingly get public trust. Although Mts Mengkatip is a private Madrasah but the graduates produced are not inferior to graduates from other schools.(b)Despite the progress, Mts Mengkatip is still a developing stage.

There are still many problems to be solved. As an example of less creative teachers in the use of media as a supporter of learning so that teachers do not always use the old way such as lectures, as it has been going on in the method of learning in Mts Mengkatip.(c) The location of Mts is close enough to a writer home can make it effective and efficient especially in economic terms so that research can be carried out with as few constraints as possible.

Based on the observation conducted by the researcher in Mts Mengkatip, the writer has been obtain the information that the teaching and learning activities as well as the study result of accounting subject tend to be low. The activities of teacher still tend to dominate the learning activities so that students take on the subject material from the teacher and waiting for an explanation from the teacher without trying to look and find it by themselves by reading or analysing, they lack of courage in expressing their opinion, afraid to ask teacher and friends about the subject material which they do not understand so that there is no reciprocal reaction from students. Beside that, the teaching methods of teacher is less creative and just occurred in one direction, namely is the conventional methods or merely lecturing. That makes the teaching and learning process get boredom and drowsiness for students, so that they can not absorb the maximum subject materials.

The writer is interesting in doing a research to search the reason that make some students get difficulties in making paragraph in descriptive text. So that the

writer is interesting to carry out the study by title : **The Teaching of Writing Descriptive Text At the Eighth Grade of Mts Mengkatip.**

B. Research of the problem

1. How is the procedure of teaching writing descriptive text applied by the teacher at Mts Mengkatip ?
2. How is the teacher's preparation in teaching writing descriptive text ?
3. What is the media that applied by the teacher in teaching writing descriptive text?
4. What is the strategy or method that applied by the teacher in teaching writing descriptive text?
5. What problems does the English teacher get in teaching descriptive text at the MTS Mengkatip?

C. Objective of the study

1. To describe the procedure of teaching writing descriptive text at Mts Mengkatip ?
2. To describe the teacher's preparation in teaching writing descriptive text ?
3. To find out the media that applied by the teacher in teaching writing descriptive text?
4. To find out the strategy or method that applied by the teacher in teaching writing descriptive text?

5. To find out the problems of teacher in teaching writing descriptive text at the Mts Mengkatip ?

D. Scope and Limitation of the Study

This research deals with the scope the location of this research is at Mts Mengkatip. The subject of this research is the English teacher who teaches eight grade students. This research only focus on the teaching writing process relates to its Procedure, Preparation, Media, Strategy or Method, and Problems of Teacher.

E. The Significance of the study

The study represents a qualitative study teaching writing skills :

1. Theoretical benefits

The study is expected to give a perspective and concept in teaching writing descriptive text in Mts Mengkatip students as its contribution toward the research especially in teaching writing descriptive text.

2. Practically, for the teacher by knowing the result of this study.

The writer hopes that this research will have some benefits in the study of English, especially in the teaching of writing.

F. Definition of key term

They are definition of concept in this study , they are :

1. Writing

Writing is usually regarded as the most difficult skill to learn, not only because of the needs to master many skills of English; reading, speaking, and

listening, but also because of the difference between the learners' native language rules and that of the language being learned. Based on the Junior High School Competency Based Curriculum, the students are expected to be able to communicate in English both in oral and written form. In junior high school in Indonesia, the skill of writing is taught by using genre based approach.(ELT (1 (2) : 2013).

Furthermore, writing is an essential aspect of interaction on language teaching beside reading and speaking. The students learn it, because it can be used to practice grammatical rules (Utami, 2014 p.9-11).

2. Descriptive text

Descriptive text is a text that gives information about particular person, place, or thing. Gerot et al in Mursyid states that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others.” Relating to the quotation, through this text, the readers can imagine what being talked about. (ELTS, 2014 p.2 (1))

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous of Studies

In this study, there are some previous studies, They are :

The writer takes the similar research conducted by Lailin Ni'mah (2007) with the title “ problem on writing narrative text faced by the second Grade Students of Man Model Palangkaraya In Academic Year 2006/2007.” The result of her study is the writer finds that there were 68% student who had problems dealing with content, 65% students had problems in term of organization, 65% students had problems in term vocabulary , 83% student had problems in term of grammar and 34% students had problems in term of spelling. Consequently , the second grade students of Man Model Palangkaraya in Academic year 2006/2007 had problems in writing narrative text especially in term Grammar.

Novita sari Any (2011)“ The students’ ability in developing ideas in writing descriptive paragraph by the first year students of Sman – 4 of Palangka Raya “. The students’ ability in developing ideas in writing descriptive paragraph by the first year students of SMAN – 4 of Palangka Raya in terms of content was in fair ability level by the score 19, in terms of organization was fair ability level by the score 11.7, in terms of vocabulary was in fair ability level by the score 11.6, in terms of grammar was in fair ability level by the score 12.7, in terms of spelling was in poor ability level by the score 2.7. The students’ ability in developing

ideas in descriptive paragraph as a whole was in poor ability level by the score 57.8. This study focuses on students' ability to develop ideas in descriptive paragraph writing.

Jumiati rabiah (2010) the problem of teaching learning descriptive text writing at the second year students of Mtsn 2 of Palangkaraya . The main findings of the research were the result based on the result of interview that the problems of teachers in teaching descriptive text caused by the students behavior and less of the media at the school. The next finding was the problems of students in learning descriptive text were the students knowledge about descriptive texts is less, the students got difficulties in arraging the words to the sentences, the students got difficulties in making the correlation between paragraph, the students got difficulties in diction and the students just had some pocket dictionaries.

Ika Astuti (2012) with the title is the effectiveness of using whole language learning model towards students writing ability at the grade students of Smp Muhammadiyah Palangka Raya. The main findings of research were the result based on the result of interview that the problems of teacher in teaching descriptive text caused by the student behavior and less of the media at the school. The next findings was the problem of students in learning descriptive text were the students knowledge about descriptive text is less, the students got difficulties in arranging the words to the sentence, the students got difficulties in

making the correlation between paragraph , the students got difficulties in diction and the student just had some pocket dictionaries.

Yuni windayanti (2012) “ the teachers problem in teaching writing narrative text to the eight grade students of smpn 1 maliku”. The main research findings were : the problem faced by the teacher in teaching narrative text were source from the school (media), source from the teacher and source from the student. The main problems of the teaching narrative text faced by the school (media) were : lack of the English book for student, lack of English and Indonesian dictionary, there was no internet facilities in taking lesson material and the practice of writing not available of time. The main problems of teaching narrative text faced by the teacher were : lack of teacher guide, the teacher method was boring in the English classroom. The main problem of teaching narrative text faced by the students were : the lack of vocabulary, some of the students lazy to get practice on writing narrative text, students’ difficulty on comprehending the materials but they were shy to ask, less of students interest English, the students did not have English- Indonesian dictionary, the students did not examples of the text from internet, the students crowded in the English class, and some students absent attending the class.

Table 2.1**Previous of studies**

Previous of studies	Similarities	Differences
1. Lailin Ni'mah (2007) with the title “problem on writing narrative text faced by the second Grade Students of Man Model Palangkaraya In Academic Year 2006/2007.	The similar with my research was that both skills focuss on EFL teaching, and the design of both skills was qualitative design.	The research different from my research . This research focusses on the problem on writing narrative . The subjects were are Man Model Palangkaraya. While my research focusses an teaching descriptive text. The subject are Mts Mengkatip.
2. Novita sari Any (2011)“The students’ ability in developing ideas in writing descriptive paragraph by the first year students of SMAN – 4 of Palangka Raya	The similar research between novita was research focus on descriptive and fokus on EFL skills and use qualitative design.	In the novita study the level of student ability was still low in developing the idea in writing descriptive. The subjects were are Man Model Palangkaraya. While my research focusses an teaching descriptive text. The subject are Mts Mengkatip.
3. Jumiati rabiah (2010) the problem of teaching learning	The similarity with my research was the same research done to teachers in descriptive teaching. And use qualitative design.	In research jumiati focus on the problem of writing descriptive text writing. This research was similar to my research. The subject were are Mtsn 2 of

descriptive text writing at the second year students of Mtsn 2 of Palangkaraya		Palangkaraya. My research focuses on finding out how to engage the teacher in teaching writing descriptive text at the MA Mengkatip. The subject are Mts Mengkatip.
4. Ika Astuti (2012) the title was the effectiveness of using whole language learning model towards students writing ability at the grade students of Smp Muhammadiyah Palangka Raya.	The similar with my research was using descriptive text and using qualitative design and focus on learning writing.	The difference was that astuti focus on the effectiveness of model use while my research fokus on the development of descriptive text teaching.
5. Yuni windayanti (2012) “ the teachers problem in teaching writing narrative text to the eight grade students of Smpn 1 maliku”	My research equation with yuni was the same focus in english foreign language (EFL) And the research was done to the teacher.	While the difference was in the type of text. I use descriptive text but yuni using narrative text in his research.

B. Concept of writing

1. Definition of writing

There are four basic skills of the English language learning, i.e. listening, speaking, reading, writing. Those skills are divided into receptive skills and productive skills. The receptive skills are reading and listening, because learners do not need to produce language to do these, they receive and understand it. They can be contrasted with the productive skills of speaking and writing. In the process of learning new language, learners begin with receptive understanding of the new items, then later move on to productive use. Learners usually learn to listen first, then to speak, then to read, and finally to write.

Writing is an important skill to be mastered in learning English as a foreign language. Bello (1997) states that writing enhances language acquisition as learners experiment with words, sentences, and other elements of writing to communicate their idea effectively, and to reinforce the grammar and vocabulary they are learning in class. It means that writing is not only a means of communication where students can share their views and thoughts, it is actually a pre requisit to master other language skills.

There are some definitions of writing stated by experts. According to Nunan (2003, p.88), writing can be defined by a series of contrast. The first, writing is both a physical and a mental act. At the most basic level, writing is the physical act of committing words or ideas to some medium. On the other hand, writing is

the mental work of investing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader. The second, its purpose is both to express and impress. Writers typically serve two masters: themselves, and their own desires to express an idea or feeling, and readers also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing, depending on its purpose. The third, it is both a process and a product. The writer imagines, organizes, drafts, edits, reads, and rereads.

This process of writing often cyclical, and sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is a product.

Writing is how to produce a written product. The process involves a series of thinking activities in which the writers have to transform their ideas coherently and cohesively into written text. According to Elbow (in Brown 2001, p.337), writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. Writers are not only required to transmit a message but also to grow and cook a message.

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete (Ghaith, 2002). It is an activity that encourages thinking and learning for it motivates communication and makes

thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed.

From the descriptions above, it can be concluded that writing is a process of organizing ideas in which the writer is demanded to perform creativity in using the language skills to produce a written text.

2. Teaching Procedures

Each teacher runs his or her classroom differently, so it is important to decide on the procedures you need to run your classroom smoothly and then teach students the procedures of your classroom. Regardless of the age of the students, simply posting the expectations or procedures on the wall is not enough: procedures must be taught, practiced, and reinforced through out the school year.

a) Write out expectations

For each procedure, students must know what to do and how to do it correctly. The teacher must explicitly describe each step of the procedure. Some teachers choose an acronym to remind students of the most important elements of the procedure. For example, a teacher could use the acronym “BAC” to help when writing procedure expectations. The “B” is for bodies- how should the students be moving? Can they get up from their seat? The “A” is for assistance-

how should the students ask for the teacher's help? The "C" is for conversation-are the students allowed to talk? If so, to whom

b) Prepare visuals

It is very helpful to create a visual to aid in the explanation of a procedure. One example of a visual is a "Looks Like, Sounds Like" chart. A poster listing the "BAC" expectations may also be created for each procedure or activity (see Visuals section to the right).

c) Teach procedures

Using the prepared visual, take time to specifically teach each procedure or activity. Explain what the students should do, how they should move, who they should be talking to, and any other details they are expected to know.

d) Practice procedures

In addition to the teacher's explanation, students need a chance to actually practice the procedure. For example, after teaching students how to properly enter the classroom, have them line up outside the door and act as if they are just arriving. Students should be able to demonstrate the correct procedure. They also enjoy having fun with this process by showing the "example" and, once mastered, being able to perform the "non-example."

e) Monitor and assess

Within the first few days after teaching the procedure, be sure to monitor the students and assess how well they are meeting the procedural expectations. Implement a class-wide motivation system like Fill-in-the-Blank, 100 Squares, or Marble Jar to reinforce your procedure.

d) Re-teach

After assessing the students' performance of the procedure, it may be necessary to re-teach the procedure or provide reminders as to how it should be executed properly. Common procedures that teachers need to plan and teach to students include one for entering the classroom, leaving the classroom, working independently, working in groups, going to the restroom, and sharpening pencils. Procedures need to be taught at the beginning of the year, but students will need reminders throughout the year. It is especially important to re-teach procedural expectations when students return from an extended break from school, such as Winter Break. (<file:///C:/Users/admin/Documents/TeachingProceduresTheTeacherToolkit.htm>).

3. How to Prepare to Teach Creative Writing

Preparing to teach creative writing requires a mixture of formal instruction in teaching methods as well as an inborn appreciation of the craft of writing honed by instruction and practice. If you wish to teach others how to write, here are steps to take and things to consider in building a career as a creative writing teacher.

a) Academic and Writing Preparation

- 1). Read widely. Any writer, to be effective, must first be a reader. Read both non-fiction and fiction in a number of genres. You'll find your own areas of interest, but reading outside these areas will help you relate to your students' interests.
- 2). Develop your own love of writing. Look at what you read with a critical eye to see how the writer develops ideas and uses words. Also, look for opportunities to write, such as for your school newspaper or magazine or writing contests open to students, and keep looking for opportunities during your years of formal instruction.
- 3). Take all the high school English classes you can. Most colleges require you to have taken some English classes in order to enroll, but English classes also expose you to the works of authors such as Jane Austen, Willa Cather, Charles Dickens, Ernest Hemingway, and John Steinbeck, and playwrights such as William Shakespeare and Arthur

Miller. You should also take elective English classes such as creative writing and journalism if required in order to work on the school newspaper.

- 4). Consider where you wish to teach creative writing. Where you wish to teach creative writing will determine how much additional formal education you need. If you plan to teach creative writing at the high school level, you'll need at least a bachelor's degree and a teaching certificate, while if you plan to teach at the college level, you'll need to have at least a master's degree and perhaps a PhD.
- 5). Enroll in a college undergraduate program. If you plan to teach writing in a middle school or high school, you'll want to major in education, with a concentration, minor, or second major in English. (In some states, you can get a teaching certificate with a major in a subject other than education, but you will probably have to take a certain number of education classes to qualify for the certificate.) If you plan to teach at the college level, you may want to go for a bachelor of arts degree in English, with a concentration in writing. Required courses for a bachelor's in English include classes in language and literature as well as in writing. English majors may be required to take classes in technical as well as creative writing. Students preparing for a bachelor of science in education with a concentration in English also take classes in the nature of language and how to teach an English class to

others. Some programs may also require a certain number of hours in foreign language classes.

- 6). Go for your master's degree. To teach writing in a college environment, you'll need to complete your master's in fine arts (MFA) degree. A master's degree is not immediately necessary to teach writing in middle or high school, but many school districts may require continuing education classes and eventual acquisition of a master's degree for you to maintain certification. In this case, you'll probably want to go for either a master's in education degree or an MFA. Most MFA programs require a 2- to 3-year commitment, which culminates in preparing a thesis, consisting of some form of creative writing, such as a novel or anthology of short stories or poetry. Programs consist of a mixture of writing opportunities and coursework, which may either be conducted on-campus or online. Some programs offer stipends to fund students' writing projects, while others offer teaching assistant positions to pay students' expenses and may even offer graduate students the opportunity to design their own courses.
- 7). Consider getting a PhD. Although an MFA is sufficient to land a college teaching position, you may want to go for a PhD if you want the higher credential or need more time to finish a book manuscript than the time an MFA program would provide. PhD programs in creative writing are structured similarly to MFA programs, but over a

longer period of time (8 years on average), with a greater amount of independent study and the requirement to create a doctoral dissertation. It is possible to engage in a more research-oriented PhD program, although some colleges may consider this a detriment instead of an advantage for candidates applying for teaching positions.

- 8). Publish. The saying "publish or perish" was probably truer for seeking creative writing teaching positions at the college level than any other.

Having 2 or 3 books in print when you apply for a college teaching position will give you a decided advantage over an unpublished candidate, particularly a tenure-track position, even if you have an MFA and the other candidate has a PhD. While being published by a college or university press still has more cachet than a mainstream publisher or small press, the rise of print-on-demand publishers has raised the status of non-university presses. You still need to provide your best-quality writing samples when applying for a college position.

- 9). Get some practical teaching experience. In addition to student teaching during your undergraduate years or being a teaching assistant during your graduate years, look for other opportunities to teach creative writing, whether at a community college, to a senior citizen's group, or a writer's workshop at a writer's conference. If you plan to teach at the college level, these opportunities can land you at least a part-time

college teaching position, where you can then gain the experience to land a full-time position. Other activities you can take part in include reading submissions to literary magazines or raising funds for them.

b) Applying for a College Writing Teacher Position

- 1) Search for available academic positions. Some colleges and universities post open positions only on their own websites, while others list positions in directories such as the "Chronicle of Higher Education," the "MLA Job List," and the "AWP Job List."
- 2) Research the institution you wish to apply to. Get an overall feel for the institution for which you plan to apply, as well as the professors who will likely interview you and who you'll be working with if you're hired. One candidate used his prior experience to learn the names of his interviewers and what works they had published. On many of his interviews, he was complimented for being the only candidate to have an interest in his interviewers' work.
- 3) Assemble a submission package. While you should send the institution you're applying to the materials it asks for, most submission packages should include the following:

- Letter of application: A 2-page summary of your credentials, written in a clear, captivating style and tailored to the position you're

applying for. If you're already teaching writing somewhere, you can use the letterhead of the institution you're presently teaching at.

- **Curriculum vitae (CV/resume):** Your CV should list your education, teaching experience, list of publications, service, list of references with contact information, and availability of letters of recommendation. Although you don't have to list every last publication, your CV should be comprehensive. (Unlike a business resume, which is typically 1 to 2 pages in length, a CV can be whatever length it needs to be to cover everything significant you've done.)
- **Writing sample:** Choose your best writing sample that is most appropriate to the institution you're applying to, preferably a book if you have one and can afford to send a copy to each institution you're applying to.
- **Recommendations:** You should have 4 to 8 letters of recommendation from professors and other writers who know your work and are familiar with your teaching style. The letters should be written as close to the time you start applying for positions as possible; allow 6 weeks' time for your recommender to draft the letter. Letters should be sent to the career center of your current institution or to the dossier service run by the Association of Writers

and Writing Programs (AWP) if you're applying for your first position.

- Transcript: Not always required, but many institutions require a transcript as a quick means to verify that you actually earned the degrees you claim to hold. Photocopies are acceptable.

4) Prepare support materials for the interview. Have such materials as a course syllabus, evaluations, or a written version of your teaching philosophy ready if you're asked for them at any time during the interview process. Interviews may be held either on-campus or at the Modern Language Association (MLA) convention, held either December or January in a major city. Your travel expenses to a college campus are usually covered by the institution, but you'll have to pay your own way to the MLA convention. ([file:///C:/Users/admin/Documents/How Prepare to Teach Creative Writing 2013 Steps with Pictures.htm](file:///C:/Users/admin/Documents/How%20Prepare%20to%20Teach%20Creative%20Writing%202013%20Steps%20with%20Pictures.htm)).

4) Media in Teaching Writing

Media education in general is a tool of the learning process. Everything that can be used to stimulate thoughts, feelings, concerns and abilities or skills of learners so as to encourage the process of learning. This limitation is quite

extensive and includes in-depth understanding of resources, the environment, human and methods used for the purpose of learning / training.

There are several types of media, including:

- a) Visual Media: graphics, diagrams, charts, posters, cartoons, comics.
- b) Media audial: radio, tape recorders, language laboratories, and the like
- c) Projected still media: slide; over head projector (OHP), in focus and the like.
- d) Projected motion media: movies, television, video (VCD, DVD, VTR), computers and the like.

In essence, the learning is not media itself that determine learning outcomes. It turned out that the success of using instructional media in the learning process to improve learning outcomes depends on (1) the content of the message, (2) how to explain the message, and (3) the characteristics of the message recipient. Thus in selecting and using media, these three factors need to be considered. When all three factors are able to be delivered in instructional media course will provide maximum results.

There are several destinations using instructional media, such as:

- Facilitate the teaching-learning process

- Improve the efficiency of learning
- Maintain the relevance of the learning objectives
- Help the student concentration (<http://belajarpsikologi.com/pengertian-media-pembelajaran>)

5) Process of Teaching Writing

Writing as one of productive skills need a process.(Harmer , 2013 p.1 (2)) states that ‘writing process in the stages that a written form “. They are four steps of writing process.

a) Planning

The stage called by pre writing process. Prewriting thingking ,talking,reading,and writing you do know about your topic before you write a first draft. “ pre writing is a way of warning up your brain before you write, just as you warm up your body exercise”. In prewriting step, we gather ideas to write talking notes in one of way to gather ideas.

There are several ways to warm up before we write

1. Brainstorming

“Brainstorming is one way to capture thought” .the purpose of brainstorming is to make a list of as many ideas as possible without worryingabout how researcher wiil use them. Researcher’ list can include words, pharases, sentences , or even question.

2. Clustering

Clustering is another prewriting technique . it is visual way of showing how our ideas are connected using circles and lines. The steps are:

- a. Write the topic in the centre of a blank piece of paper and draw a circle around it.
- b. Write any ideas that come into our mind about the topic in circles around the main circle.
- c. Connect those ideas to the center word with a line.
- d. Think about each of your new ideas, and then connect them.
- e. Repeat this process until we run out of ideas

b) Drafting

The first person of writing is called draft. The researcher must use the idea that be generated in the planning as a guide. This stage needs an editing for checking the text

c) Editing

It is almost impossible to write a perfect paragraph on the first try. The first try is called first draft. Perhaps the order of information is not

clear enough or the discoursemarker is wrong. The way to revise and improve the first draft is called editing.

Editing was essential part of preparing a piece of writing for public reading or publication. Richards and Willy states that “ In editing, writers check grammar, spelling, punctuation, sentence structure, and accuracy of supportive textual material such as quotations, examples and the like.”

d) Final Draft

When writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both of the original plan and the first draft, because things have changed in the editing process. But the writer is not write ready to send the written text to its intended audience.

Writing was not easy. It takes study and practice to develop this skill. For new learners English, it was important to note that writing was a process, not a product. If you follow four main stages in writing process, and practice by writing often, you will find it easier to write paragraph and to improve your writing ideas. (Richard and Renandya, 2000 p.318)

6) Methods, Models and Writing Learning Techniques.

a) Methods

Methods of teaching of writing is a procedure, sequence, steps, and the way in which teachers in the achievement of learning objectives Indonesian subjects in particular aspects of writing skills.

1. Problem Solving Method (Problem Solving)

Method of problem solving (problem solving) is the use of the methods in learning activities with road train students deal with problems both personal problems or individual and group problems to be solved alone or jointly. Orientation is an investigation and discovery learning which is basically problemsolving

2. Picture and Picture

Picture and Picture is a learning method that uses images and paired / sorted into a logical sequence.

Steps:

- a. Teachers convey competence to be achieved.
- b. Presents the material as an introduction.
- c. Teachers show / showed pictures relating to the material.

d. Teacher pointing / call students alternately install / sort the images into a logical sequence.

e. The teacher asks the reason / rationale for the image sequence.

f. Of reason / The image sequence teachers begin instilling the concept / material according to the competency.

g. Conclusion / summary

3. Model Examples Non-Examples

Examples of non examples is a learning method that uses examples.

Examples can of cases / images that are relevant to KD.

Steps:

a. Teachers prepare images correspond to the learning objectives.

b. Master paste pictures on the board or display through OHP.

c. Teachers instruct and provide an opportunity for students to observe / analyze the image.

d. Through discussion groups of 2-3 students, the results of the discussion of the analysis of the images recorded on paper.

e. Each group was given the opportunity to read out the results of their discussion.

f. Start of comment / discussion results of students, teachers begin to explain the material according to the objectives to be achieved.

g. Conclusion.

4. Direct method

Direct teaching methods specifically designed to develop students' knowledge of procedural and declarative knowledge is structured and can be learned step by step. The method is based on the assumption that general knowledge is divided into two, namely the knowledge declarative and procedural knowledge. Declarative means knowledge about how to do something.

Steps:

- a. Teachers began with an explanation of the purpose and background of learning and prepare students to accept the teacher's explanation. It is called the phase of preparation and motivation.
- b. The next phase is the phase of the demonstration, guidance, checking, and advanced training.

In the direct method can be developed by learning writing techniques of drawing or writing or comparison direct object and the direct object. Writing techniques of drawing or writing direct object intended that students can write

on the fly based images are viewed. For example, the teacher shows a picture of a fire that swept through a village or a direct view fires a village, From these images the students can make writing coherently and logically based on the pictures.

5. The method of suggestion-Imagination

In principle, the method of suggestion-imagination is a method of learning to write in a way to give suggestions through the song to stimulate the imagination of students.

In this case, the song was used as a suggestive atmosphere creator, stimulus, and becomes a bridge for students to imagine or create images and events based on the theme song. Responses are expected to emerge from the students in the form of the ability to see images of the incident with the imaginations and owned logic then revealed again by using verbal symbols.

Steps:

1. The planning stage

- The study of learning materials
- Selection of songs as a medium of learning
- Definition preparation of learning.

2. The second phase (implementation)

- Pretest: to measure the ability or knowledge students
- Submission of the learning objectives
- Recap explain the relationship between the material that has been taught the material that will be taught.
- Explanation of teaching practices with media songs
- Practice learning
- Post-test: Students write an essay without listening to the song was preceded by activities

3. Evaluation

b. Model

The learning model is a form of learning which is reflected from start to finish typically presented by the teacher in the classroom.

1. Learning Model Process Writing Approach

The learning model writing process approach includes five stages, namely pre writing , write a draft, revise, edit, and publish (Tomkins & Hoskisson, 1995).

- a.) Pre writing is a preparatory stage for writing. As for the things students can do in this stage are: 1) choose a topic, 2) consider the objectives, form, and the reader, and 3) acquire and develop ideas.
- b.) step write drafts, students are asked only to express their ideas in writing rude.
- c.) Phase revise, students refine their ideas in essay. The activities of the student at this stage are: 1) to reread the entire draft, 2) sharing or share experiences about the rough draft of the essay with a friend in the group,
- d. Revise, change posts by observing reactions, comments or feedback from friends or teachers.
- e. Editing, make changes mechanical aspects of essay. Students improve their essay to correct the spelling or other mechanical errors. The goal is to make the essay easier to read others. As for the mechanical aspects of the improvement is the use of capital letters, spelling, sentence structure, punctuation, terminology and vocabulary and essay format.
- f. Publication stage, the final stage of writing, students publish their writing in a form suitable or share the article with readers that have been determined.

2. Writing Imaginative Learning Model

In the process of learning to write this imaginative students are taught to master the competence to write / compose freely according to their own imagination. Here, students are given the freedom to pour any idea / ideas, opinion / opinions, imagination or imagination, etc. in the form of articles / essays.

Steps:

- a. Teachers explain the purpose of learning / KD.
- b. Teacher explains briefly how to create an article / essay.
- c. Teacher gives students a number of working papers.
- d. Each student makes writing / essay with creativity and his own creations.
- e. Once completed, the teacher pointed to one of the students to display / read the results of the writing / essay.
- f. Each of the students completed directly by applause. Other students were given the opportunity to express comments, opinions, criticisms or suggestions on the student essay.

- g. The teacher pointed to other students or offer other students who expressed readiness to read the essay.
- h. Continue until all students perform reads the result of the essay.
- i. Evaluation, including table of contents, sentence, word choice, use of spelling, punctuation, etc.
- j. Conclusion.

c. Techniques

Learning techniques is a concrete way that was used during the learning process. Mechanical learning writing is a way to teach (present or solidify) lesson materials Indonesian subjects in particular aspects of writing skills. Here are some techniques of learning to write:

1. Mechanical inducement keywords

One of the innovative efforts in learning to write poetry is packed with engineering applications inducement keywords.

Steps:

- a. Teachers act as an angler by offering keyword
- b. Students watch on keyword models

- c. Students develop keywords in row
- d. Students develop keywords in temple
- e. Students can write poetry intact

2. Techniques 3M

Mechanical 3M is an abbreviation of observing, imitating, and add to. 3M technique is actually not very new. This technique is inspired from what is taught Mardjuki (in Harefa, 2002: 31), a creative writer who is known by reporters in Yogyakarta in the 80s, to prospective young writer, with 3N his (niteni, norokke , nambahi). This technique is usually applied in writing the text.

Steps:

- a. Viewing defined as activities to look closely and carefully on an object. In relation to the teaching of writing news text, students observe the model text of the news published in newspapers or by the teacher. The expected outcome of the activity observed is the learners find elements and patterns of news writing news text.
- b. Mimicked in the context of learning is not defined as activities "plagiarized". Things that should be emulated not word by word, sentence by sentence but the elements that must exist in the report

text and patterns of writing news text so students can write a text message in different patterns and variations.

- c. Adding a vehicle for students to give the typical color of the writing so different from the objects copies. That is, when the mock object there are elements of news that has not been written, adding students to become more complete elements of the story.

3. Mechanical Field Trip

Field trip is learning techniques to teach students under the guidance of teachers visiting certain places with a view to learning. It is very appropriate to enhance the learning writing a description.

Steps:

- a. Teachers open interaction with students to introduce the action plan in writing class description.
- b. Teachers and students agree on a trip that will be visited and the time chosen for learning writing a description.
- c. Students and teachers together to visit the destination, for example museum.
- d. Teachers guide students to quickly write and describe an object that has been selected.

d. Teachers reflect on posts that have been written by the students.

4. Mechanical 180o different modality

This technique is a technique that helps the students in writing a particular story narration. This technique is called assuming 180o because the methods used are reverse existing characters or prevalent in the community. For instance Malin Kundang story that became the villain is Malin. With this technique the students wrote with his evil character is Mrs. Malin.

Steps:

- a. Noting that comes, ie write down as many words that comes to mind after hearing a word. For example, when it is said to be "flip-flops", write "footwear, cheap, toilet, smooth, relaxing, etc.". This activity is activity of opening to release the barriers of doubt and train creative thinking. Generally constraint writing is (a) a doubt to start writing, (b) any doubt as to assemble the story, and (c) doubts whether the writing is good or not.
- b. Describe, which provides a picture of an object, place, atmosphere, characters, characterizations, etc. so that the reader as if able to feel, see, hear, smell what the author described. Exercise description is done by (a) describe something that looks, (b) describe something that

sounds, (4) describe something that smelled, and (d) to describe something that is palpable. This exercise is done one by one in order to be able to delineate a more focused and in-depth (detail).

- c. Using a 180 ° different modality. Exercise write stories should not start with something new. Exercise starts with something that is already known to all students. It is intended that students have a general idea of what will be written. But, in order to keep the story interesting, students are required to write a story with the characteristics of the different 180 °. For example, if students want to rewrite the story "Kancil", the characteristics of the hare are usually smarter than the crocodile, this time was changed to 180 ° different so Buaya made smarter.
- d. Using a variety of viewpoints (point of view). Viewpoint means of which view the events in the story presented, whether from the perspective of the authors, characters A, or B. In the figure in the story is intact, the angle of view is always changing. Therefore, changes in viewpoint is the part that should be practiced so that students can make the stories more varied and interesting. In the story Kancil (180 ° different), first of all students were asked to write a story with multiple angles Kancil. Furthermore, students are asked to create a story with crocodile standpoint

5. Mechanical fasteners jingling

Clattering studs technique is a technique used to improve writing skills in completing the story hiatus. This technique uses a button as an intermediary tool to assist learning.

Steps:

- a. Students were divided into 5 groups, each group consisted of four people.
- b. The story of the hiatus distributed to each student, and students studying and reading the text with the purpose of knowing the purpose of the story came from.
- c. Each student in the group has the duty and responsibility of the same thinking about proper sentences and sentences combine with the sentence so that the story becomes coherent.
- d. The buttons in the box distributed to students each got two student
- e. Teachers provide technical explanations complete the story of the hiatus to discuss using media buttons as follows: All group members must express his opinion that the appropriate sentence to complete the story of the hiatus so the story becomes solid. If one friend is speaking his opinion, then the other students should

listen to the friend and who has spoken his opinion must submit one of the buttons and put it in the middle of the group.

- f. Teacher assigns students to complete the story of the hiatus with a clattering studs techniques that have been described.
- g. Students complete the story of the hiatus with the guidance of teacher.
- h. Teachers provide an opportunity to ask questions.
- i. After the students in the group completing tasks hiatus complete the story, then the group should correct the results of his writings.
- j. After correcting all groups, then each group mandapat opportunity to showcase their work to other groups by the circumference engineering group.
- k. Each group had the opportunity to read the writing stories of each group, it is intended to be able to appreciate the work of others.
- l. Teachers assess students' writing results in writing complete the story gaps and assess group that works great.
- m. At the end of that discussion activities to respond to other people's work.
- n. Reflecting on the results of student activities

- o. Students together teachers make conclusions(<http://abang-arul.blogspot.co.id/2013/09/pengertian-pendekatan-strategi-metode.html>).

7. Teaching Writing Strategies

The steps are these:

a. Identify a strategy worth teaching

Identifying strategies worth teaching means looking for strategies that will be genuinely helpful. In the case of struggling writers, strategies worth teaching are the ones which will help them overcome their writing difficulties. In our research we have decided that the best way to identify such strategies is by talking with struggling writers, asking them about how they write, what they think about while writing, and what they see as difficulties. Additional insight can be gained by studying student papers to infer where writers are having difficulty and by observing writers at work.

b. Introduce the strategy by modeling it.

Introducing strategies by modeling them generally means some form of composing out loud in front of students. Many of the teachers in our studies prefer to do this for groups or whole classes by writing at an overhead projector. They speak their thoughts while writing, calling particular

attention to the strategy they are recommending for students. Sometimes they ask students to contribute to the writing the teacher is doing, to copy the writing for themselves, or to compose a similar piece of writing in connection with the writing the teacher is doing. Teachers in our studies also frequently model writing strategies during individual conferences with students.

c.scaffolding students' learning of the strategy.

Scaffolding the learning of a writing strategy means helping students to try the strategy with teacher assistance. This is best done in a writing workshop. The workshop setting is ideal for giving varying degrees of assistance according to individual needs. It is also ideal for conferring with individuals and for setting up partnerships and peer groups so that students can assist each other in the learning of strategies. Even when a writing workshop is not used, some amount of in-class writing with teacher assistance is necessary to make sure that writers practice using the strategy being taught.

d.Repeated practice and reinforcement.

Helping students to work toward independent mastery of the strategy through repeated practice and reinforcement means giving them opportunities to use the strategy many times with decreasing amounts of assistance each time. The idea here is that it is better to teach a few key writing strategies well than it is to teach many of them insufficiently.

Students value and master the things we have them do repeatedly. In a way, this gets back to identifying strategies worth teaching look for ones that are crucial to writing processes, such as strategies for planning particular types of writing, or for structuring texts certain ways. Then model, practice and repeat.

8.) Problem in teaching writing

Writing is skill that is often neglected, partly because it is relevance is not always clear, and partly because teachers do not always know the best way to approach it. The potential for boredom is great. But we have also seen that for many students writing is very important, either for their own lives if in English – speaking country, or in their jobs. It can also be very important for those students preparing for an exam which writing will be one part. In this case, teachers need to work on developing their students writing skill, such as:

- a. Teachers have to develop the specific skills required for a particular task, and make students know what type of language to use .
- b. Teachers should also know how integrate writing into a lesson
- c. Correction is very important because the focus on accuracy is much greater than it is with speaking.
- d. Teacher should work on way to reduce the pressure that the students feel when doing a writing activity.

Writing problems rarely occur in isolation, and improvements in writing go hand in hand with development of other non-writing-specific skills. In Dr. Melevine identifies the following neuro development problems in their potential impacts on writing are :

1. Attention problem

Students who struggle with attention may be inattentive and impulsive .

An attention problem may manifest itself as :

- a. Difficulty getting started on writing assignments
- b. Easy distractibility during writing task.
- c. Mental fatigue or tiredness while writing
- d. Inconsistent legibility in writing
- e. Uneven writing tempo
- f. Many careless errors.
- g. Poorly planned papers and reports

2. Spatial ordering problem

Students who struggle with spatial ordering have decreased awareness regarding the spatial arrangement of letters, words, or sentences on a page. A spatial ordering problem may be manifest in students writing as :

- a. Poor use of lines on the paper
- b. Organizational problems.
- c. Uneven spacing between letters

d. Many misspelled words.

3. Sequential ordering problem

Students who struggle with sequential ordering have difficulty putting or maintaining letters, processes, or idea in order. A sequential ordering problem may manifest itself in students writing as :

- a. Poor letter formation
- b. Transposed letters and spelling omissions
- c. Poor narrative sequencing
- d. Lack of transitions

4. Memory problem

Because many writing process need to be automatic,, active working memory is critical. Students may have difficulty recalling , spelling, grammar, and function rules, accessing prior knowledge while writing, or organizing ideas. A memory problem may manifest itself in a students writing as :

- a. Poor vocabulary.
- b. Many misspelled words.
- c. Frequent capitalization ,unction, and grammar errors.

5. Language problem

Good writing relies on students language abilities improving steadily over time. A language problem may manifest itself in a student's writing as :

- a. Poor vocabulary
- b. Awkward phrasing and unconventional grammar
- c. Innapropriate use of colloquial language
- d. Trouble reading back what is written
- e. Difficulty with word sounds, spelling, and meaning.
- f. Higher – order cognition problem

Students who have difficulty with higher-order cognition are often onable to use writng to present a sound argument or convey sophisticated or abstract ideas. A higher- order cognition problem might manifest itself in students as :

- 1. Trouble generating ideas or elaborating on them.
 - 2. Difficulty developing and organizing ideas
 - 3. Lack of opinion or sense of audience .
 - 4. Difficulty with writing tasks that require creativity and / or critical thinking .
6. Graphomotor problem

Students with Graphomotor problems struggle to coordinate the small muscles of the fingers in order to maneuver a pen or pencil, especially as assigments length increases. Students with Graphomotor problem might

- a. Write only very short passages
- b. Write exceptionaqllly sloely and might great effort.
- c. Use an awkward pencil grip
- d. Lack fluidity in cursive writing

- e. Find it hard to form letters.(Problems in teaching writing ,www. Understood Miind Dificulties of writing .co.id)

9) Writing Assesment

There are a number of different approaches to the practice of writing skills both in and outside the classroom (Harmer p.323). In the teaching of writing we can either focus on the ptoct of that writing or on the product of that writing or on the writing process itself.Traditionally, in curriculum practice, a distinction has been drawn between the activities which focus on products and the activities which focus on process. In traditional way of teaching writing, which focuses more on the product, very little attention is paid to help learners develop their ideas in the process of meaning-making (Fauziati , 2011 p.147)

The components which would be scored will be described as follows:

Table 2.2

Scoring Rubric of Descriptive Text

No	The Items to be evaluated	Score	Description of evaluate
1	Framework	4	Uses a complete framework including illustration to express and organize ideas and information
		3	Uses a complete framework to express and organize ideas and information
		2	Uses parts of a framework to express and organize ideas and information
		1	Uses non framework to express and organize ideas and information
2	Purpose	4	States a precise goal/purpose to communicate a procedural ideas
		3	States a clear goal/purpose to communicate a procedural ideas
		2	States part of a goal/purpose to communicate a procedural ideas
		1	States no goal/purpose to communicate a procedural ideas
3	Materials	4	Plans very effectively; identifies all materials and how much of each is needed
		3	Plans well; identifies and list all materials
		2	Has something of a plans; list some materials

		1	Doesn't plan or identify and list materials
4	Descriptive conclusion	4	Includes a specific and precise conclusion to end the descriptive
		3	Includes a simple conclusion to end the descriptive
		2	Includes a fragmented conclusion to end the descriptive
		1	Includes no conclusion to end the descriptive

(<http://www.google.co.id/url?q=http://www.readwritethink.org/files/resources/lesson-images/lesson1018/rubric.pdf>(online 20 october 2016)

C. Nature of Descriptive text

1. Definition of descriptive text

Descriptive text was a text that gives information about particular person, place, or thing. Gerot et al in Mursyid states that descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others.” Relating to the quotation, through this text, the readers can imagine what being talked about.

2. Generic structure of descriptive text

Generic structure of descriptive text consists of identification and description. they are :

- a. Identification is about introducing subject or thing that will be described
- b. description is brief details about who, or what of the subject (e-Journal of English Language Teaching Society (ELTS) Vol. 2 No. 1 2014)

3. Grammatical Language Feature of Descriptive Text

There are four dominant grammatical aspect of descriptive text they are:

- a. Focus on specific participants.
- b. Use of attribute and identifying processes.
- c. Frequent use of Epithets and classifiers in nominal groups.
- d. Use of simple present tense (Kurniawati and Yuliani, 2000 p.6)

4. There are five types of descriptive writing paragraph. They are:

a. Describing Process

Describing a process not only explains how something is done, but also explains why it is done and what is needed to complete the process.

b. Describing and event

To describe an event, a writer should be able to memorize and remember what happened in the event. Supposed the writer will write about Tsunami that is happened in Japan. In this case, he / she have to explain all details related to the event, so that the readers can imagine the real situation and condition.

c. Describing a personality

In describing a person, the first thing that we do is recognizing his/her individual characteristic. We need to describe people occurs fairly areas of physical attribute (hair, eyes), emotional (warm, nervous), moral attributes (greedy, honest, worthy, trust), and intellectual (cleverness, perception).

d. Describing a place

Presenting something concrete is the way to describe place, for example: a home, a hospital, and school.

e. Describing an object

To describe an object accurately is done by providing the physical characteristic of the object such as the color, form, shape, and so on (English Language Teaching.Canadian Center of Science and Education.Vol. 6, No. 12. 2013).

Example of Descriptive texts **My Cat**

I have a cat at home. Its name is Spot. **(Identification)**

Spot is a regular house cat. It is an adorable cat. It has orange fur with white and black spots. I like to cuddle it because its fur feels soft. Every morning I give Spot milk. Spot does not like rice, so I give it cat food. **(Description)**

Spot is an active animal. It likes to run around the house. It likes to chase everyone in my house. When it feels tired or sleepy, Spot usually sleeps on the sofa in the living room or sometimes under the table. **(Description)**

(Adopted from PR Bahasa Inggris for SMP/MTs class VIII Semester

CHAPTER III

RESEARCH METHOD

A. Research Design

The design of the study was qualitative descriptive design. The Approach on this study tend to describe the process of instructional procedur in teaching writing descriptive text , and find out the problem implementation of the method (Brown , 2001 p.16).Qualitative research was a process of inquiry aim at understanding human behavior by building complex, holistic pictures of the social and cultural setting in which such behavior occurs. It does so by analyzing views of the people who have been study (Latief, 2014 p.75).

The study was applied because the writerwanted to find out and describe the current phenomena through the process being observe and interview detail and clearly as reality. That is to find the process in teachinglearning writingby English teacher on students' in writing .

B. Setting and Subject of the Research

1. Setting of the Research

This research was held at Mts Mengkatip from December 2017 to February 2018. .This school is one of the Junior high school in Mengkatip. The place of the study wasat the MTs Mengkatip located in Mengkatip.

2. Subject of the Research

The subject of the study was the English teacher at Mts Mengkatip . The researcher also took the English teacher as a subject and the researcher took the subject by using purposive sampling because the writer wanted to know process in teaching writing descriptive text .

Purposive sampling is a way to choose and determine the subject purposively based on the certain purpose to get the data. (Sukanto, 1995 p.64).

C. Data and Data Source

1. Data

Data in this research were a qualitative data. The data were in the form of words and picture rather than in the form of the utterances of the informants, documentation, interview transcript and also documentation.

2. Data Sources

In this research, the researcher used interview guide, fieldnote, and document to collect the data. Therefore, the researcher took effort to get data from the informants. In this research, the informant were : English teachers.

D. Research Instrument

The instrument of this research is the researcher herself because it is the descriptive qualitative research. Nasution (1992:55) states that in this kind of research, the researcher is the main instrument. The researcher has to play the main role in looking for the data or information related to the teaching writing descriptive text process that the researcher focuses on.

The researcher also uses some supporting instruments, like tape recorder, camera, and notebook to support in collecting the data from the research field.

E. Technique of Collecting Data

In the technique of collecting the data the researcher uses observation, interview and review of related documents. The following are the detail explanation of each technique.

1. Observation

Margono (2002, p.153) state that observation as observation and recording sistematically to indication which appear in object of the study.hadi in Sugiono (2007, p.153) says that observation is a complex process, was a process which is arranged from several biologists and psychologis process. The important thing was observation process and also memorization. The observation is the technique in collecting data where the writer want directly to the stuadents' class of teaching learning process of writing descriptive text.

2. Interview

According to Nasution (2004 ,p. 113) interview was a kind or verbal communication as conversation the purpose was to get information, as usually communication conduct by face to face but cummunication is able to conduct by phone.

According to Deddy Mulyana (2003, p .254) stated that interview was form of communication between two people, enganging one that wants to get information from others by asking quetion based on specific purpose.

An interview was a data-collection technique that invlives oral questioning of respondents, either individually or as a group. Answer to the questions posed during an interview can be recorded by writing them down (either during interview itself or immediately after the interview) or by tape-recordering the responses, or by a combination of both.

So, the writer directly interacted with the teacher and students in order to get the information from their answer clearly.

3. Documentation

Documentation is one way to support the data gained directly from the place of research, activity., photos that relevant to research and data. Documentation in this study is also about some information such as lesson plan, and syllabus.

F. The Data Collection Procedures

The writer directly observed in the field where the place take. It was the class condition in teaching and learning writing process. In the observation technique, the writer used passive participation. It means writer is present at the scene of action but not interact or participate. So, the writer generally come to the class, monitor, and listen what they do.

Interview was used to get information of the main study. The writer will asked teacher about the process of teaching and to know if feel enthusiastic or not. Related to interview, the writer conducted the guideline of interview structurally to focus on the problem of the study.

The writer collected some document related to the subject of the research to get the completeness of the data. Documentation technique was to find out the document that related to the study such as minutes of meeting, newspapers, private documents such as journal or diary, and letter.

Table 3.1

The procedures of data collection, source of data, instrument and data needed.

No.	Source of Data	Instrument	Data needed
1	Classroom	Observation	The process in teaching and learning process descriptive text use media and the material.
2.	Teacher	Interview	<ol style="list-style-type: none"> 1. Sudah berapa lama Bapak mengajar di sekolah ini ? 2. Skills apa saja yang Bapak ajarkan dalam mengajar bahasa Inggris? 3. Bagaimana prosedur pembelajaran yang Bapak lakukan ? 4. Bagaimana cara Bapak mempersiapkan pembelajaran tersebut ? 5. Apakah ada persiapan khusus sebelum Bapak mengajar ? 6. Apakah selama proses mempersiapkan pembelajaran Bapak mengalami hambatan ? 7. Apakah ada metode yang Bapak gunakan dalam proses belajar mengajar dalam mengajar bahasa Inggris ? 8. Misalkan ada metode , apakah dengan menggunakan metode tersebut dapat meningkatkan hasil belajar siswa ? 9. Bagaimana proses belajar mengajar dengan menggunakan metode

			<p>atau strategi yang Bapak terapkan terhadap siswa dalam pembelajaran descriptive texts?</p> <p>10. Apakah dalam setiap proses pembelajaran Bapak menggunakan media?</p> <p>11. Misalkan Bapak ada menggunakan media , apakah dengan menggunakan media tersebut dapat meningkatkan minat belajar siswa ?</p> <p>12. Apakah ada masalah selama proses pembelajaran descriptive text dikelas tersebut ?</p> <p>13. Misalkan ada masalah selama proses pembelajaran descriptive text, bagaimana cara Bapak mengatasinya ?</p> <p>14. Bagaimana cara Bapak melakukan evaluasi dalam pembelajaran descriptive text?</p> <p>15. Bagaimana hasil nilai siswa dalam pembelajaran descriptive text tersebut ?</p>
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G. Data Analysis Procedures

According to Bogdan in Sugiono, state that, “data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other material that is accumulate to increase our own understanding and enable you to present what you have discover to others.” (Sugiono , 1987 p.90) .The process of analysis follows:

- a. Data collecting are data observation, interview and documentation.

The writer directly observed in the field where the place take. The writer observed the class atmosphere in teaching and learning writing process. After that the writer asked the teacher about the process of teaching. And then, the writer will collected some documents related to the subject of the research to get the completeness of the data. This technique was aim at looking for the data related to this study. Data collection was the result of data collecting techniques on observation, interview and documentation.

- b. Data display, it is the relevant data reported.

The writer gave explanation in data display. Because, it is the result of the data reduction made in report systematically which could be understood and reasonable of the data that obtained in the field. Furthermore, data display could be done by simple explaining, draft, relation categories and flowchart.

- c. Conclusion drawing/verifying. The writer looks for conclusion as answering for formulation of the problems.

All the data processed by the writer . Afterwards, the conclusion will verify by looking back of the data display after collecting the data.

The writer will chose the relevant data toward the problem of study. In addition, the writer made the data in simple explanation. The last, making conclusion by seeing back of the data display after collecting the data. Its aim is to get the creditable data that support the valid data. So, conclusion take not deviate from problems of study.

H. Method For Verification Of The Research Finding.

After the data have been processed in the step before, then it can be verified or concluded by using inductive method which come from spesific think to gain objective conclusion. The conclusion is drawn by looking back to the data reduction whether before, while or after data collecting. Its aimwasto make sure that the conclusion do not miss from the problem of the study. The researcher concludedthe result of study based on the problems and objectives of the study. Data based on the objectives of the study that consisting the teaching in writing descriptive text.

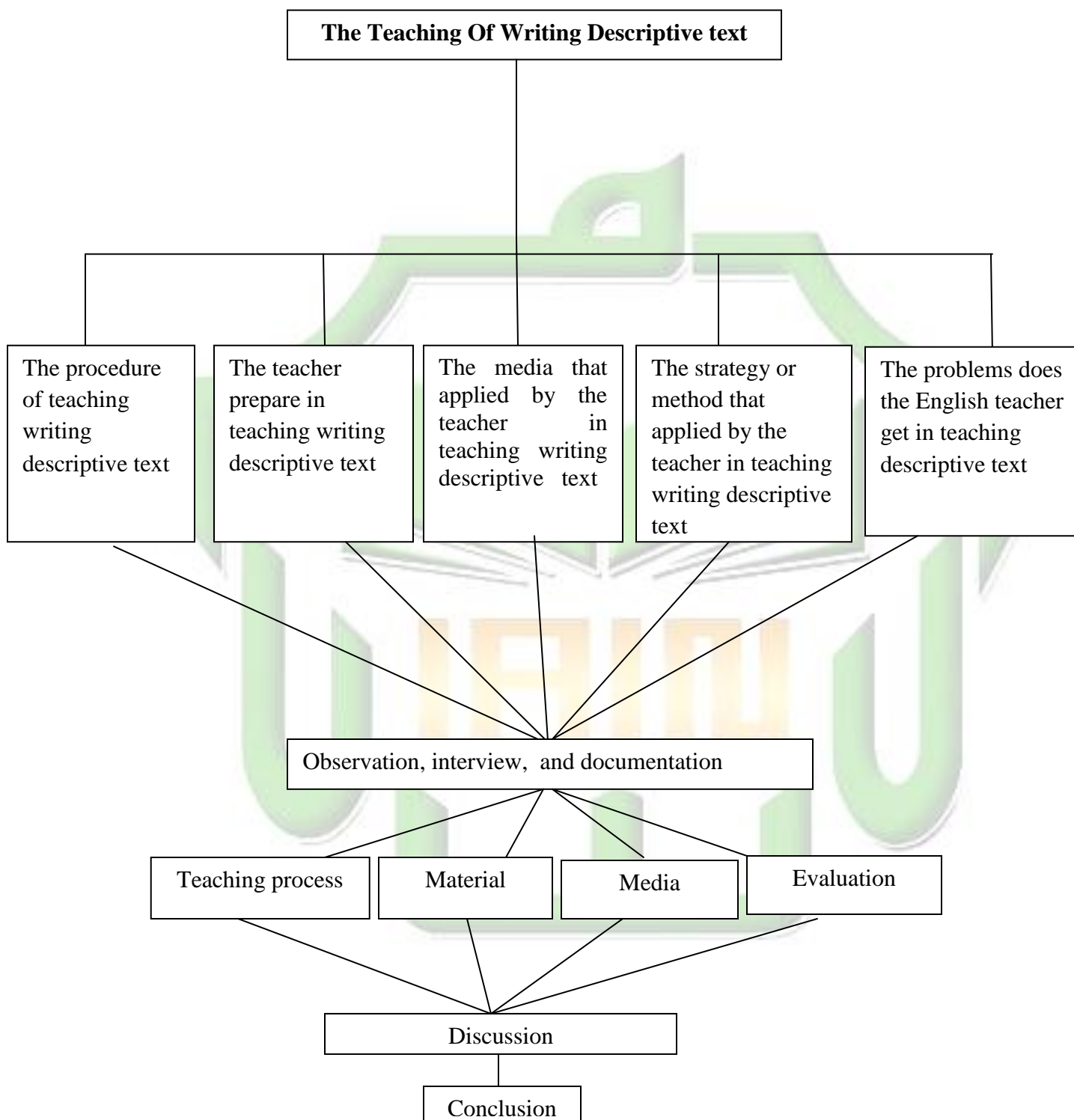


figure 1.1 The step in collecting data and analysis data is conducted.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Data Presentation

In the research field, the researcher collected the data by doing observation, interview and document. The detail of classroom observation and interview are stated on the field note of the research in appendices while the data got by the researcher from documentation was the teachers' lesson plan of English teaching. The researcher also take some picture and videos as the documentation. The picture and videos were taken during the English teaching and learning process. In addition, the researcher also records the conversation were taken during the interview both with English teacher and also with the Eight grade students. The researcher took all data relating the teaching writing at the Eight grade students of Mts Miftahul Jannah Mengkatip. The observed was done 26 Pebruari 2018.

B. Research findings

The section dealt with research finding . This covered : (1) the procedure of teaching writing descriptive text applied by the teacher at mts mengkatip, (2) The teacher's preparation in teaching writing descriptive text, (3) The media applied by the teacher in teaching writing descriptive text, (4) The strategy or method applied by the teacher in teaching writing descriptive text, (5) The problems does the English teacher get in teaching descriptive text at the Mts Mengkatip.

1) The Procedure of Teaching Writing Descriptive Text Applied By The Teacher at Mts Mengkatip.

Based on the observation result, the teachers' procedures in teaching writing was classified into three steps are pre-teaching activities, whilst-teaching activities and post-teaching activities.

There are discussed in the following ways:

a) Pre- Activities

At pre activities stage the teacher aroused the interest of students, giving a feeling positive about the learning experience will come, and put them the optimal situation for learning.

Based on the observation, the English teacher started the class by greeting the students first. Then the teacher stimulated the students by inviting and reminds what the topic they had discussed in previous meeting. The writer also found that the teacher did brainstorming first before starting the topic in order to give stimulation for the students usually get other subject before entering the English subject. The teacher mentioned the goal of lesson then introduced the topic. And then the teacher prepared the media to before teaching learning process.

Table 4.1**Teaching-learning in Pre- Activities**

No	Teaching Activities	
	The teacher opened the teaching learning by greeting the students said “Assalamu’alaikum Wr.Wb or Good Morning”	The students answered the teacher greeting by saying Wassalamu’alaikum Wr. Wb and Good Morning together loudly.
2	The teacher check the completeness of students learning.	The students show learning equipment carried.
3	The teacher did not directly present the material, but he did brainstorming first. He asked his students several questions related to the last meeting.	The students told what they had done in previous meeting one by one.
4	The teacher mentioned the goal of lesson then introduced the topic.	The students prepared their condition, they prepared their books, dictionary, and their attention.
5	The teacher prepared the media to before teaching learning process.	The students helped the teacher prepared the media

Source: own research

Based on the table above, it has known that the teacher did brainstorming to begin the lesson by giving question.

b) Whilst-Activities

The first thing did by the teacher is while activity. The teacher gave a paper whose content is about descriptive text material to students to be able

to understand well how to write a short descriptive text based on the description thing, series of picture given, and to know how to analysis of the generic structure. The teacher asks the students look at the animal (example) while explained and the students listen carefully about the example descriptive text. Students discuss the topic the generic structure (Title, General Classification, and Description) . The teacher check students' understanding of what is being said. And then the teacher gave the student assigment related to material.

Based on the observation, the teacher's activity in while teaching could be seen as follows:

Table 4.2

Teaching learning activity English in while-teaching activity

No.	Teaching Activities	
1.	The teacher gave explanation about the material.	The students listen carefully.
2.	The teacher gives students an explanation of the generic structure in descriptive text.	The students listen carefully
3.	The teacher provide examples related to the material taught using existing media.	The Students pay attention to the example given by the teacher
4.	The teacher check students' understanding of what is being said.	The student try to understand what the teacher conveyed.
5.	The teacher explained about the	The student listened to the

	assignment	explanation
6.	The teacher asked the students to answer the questions	The student answer the question

Source: own research

c) Post-activities

At the last activity, the teacher ordered the students to submit their task. After that the teacher reviewed the material with giving questions that would conclude their teaching learning that day. The class was closed by saying “Good Bye or See you next week”.

Based on the observation, the teacher activity in the post-activity can be seen as follow:

Table 4.3

Teacher activity English lesson for post-activity

No	Activities		Note
	Teacher Activities	Students Activities	
1.	Teacher provided motivation and advice to students to always keep to.	Students listen to explanations.	Students listen to explanation the teacher provided about motivcation and advice.

2.	The teacher closed lesson with say “Good Bye or See you next time”.	Students answered the greetings	Students answered Good By or “see you”
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Source: own research

Based on the data above, it could be concluded the procedure of teaching writing descriptive text applied by the teacher At Mts Mengkatip : At pre-teaching the teacher aroused the interisting of students, before starting the topic in order to give stimulation for the students usually get other subject before entering English subject. At whilst-teaching, the teacher gave a explanation about descriptive material to students to be able to understand well how to write a short descriptive text based on description things, and to how analysis of the generic structure. At the last post-teaching, the teacher ordered the students submit their the task. After that the teacher reviewed the material with giving questions that would conclude their teaching learning.

2) The teacher’s preparation in teaching writing descriptive text

In teaching learning process, preparation is very important, especially for the teacher before teaching the students in front of the class. Teacher

should prepare a picture or example that interest for students' relations with topic. It can make their time to keep attention to study. In this case professional teacher must be able to create the conducive class during teaching learning process.

Based on the observation and interview with the English teacher Mr AR, He said :

“There is no special preparation in teaching and Preparing it depends on the material to be taught, such as listening skills, I usually look for materials through the internet as a support for learning”(interview with Mr Abdul on 13 february 2018).

Teachers have to do a preparation before they come to the classroom in order to do the teaching-learning process run well. The main thing that has to be done is making a lesson plan. It really helps the teachers to know what steps or procedures that they will take in the classroom and achieve the aim of teaching and learning. In short, the teacher should prepare and plan well the material before come to the class. Before coming to the classroom, it is important for the teacher to consider several steps. There are several steps that should be done before teaching:

a). designing lesson plan

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning.

A succesful lesson plan addresses and integrates three components:

1. Learning objective

A Learning objective describe what the learner will know or be able to do after the learning experience rather than what the learner will be exposed to during the instruction (topics).

2. Learning activities

Learning activities should be directly related to the learning objectives of the course, and provide experiences that will anable students to engage , in practice, and gain feedback on specific progress towards those objectives.

3. Assessment to check for student understanding

Assessments provide opportunities for students to demonstrate and practice the knowledge and skills articulated in the learning objectives, and guide further learning.

- b). designing material

After the planning stage, what the teacher does is develop and select learning material. Material that has been designed by the teacher must have been selected and organized according to the ability of student who will learn. Teachers at Mts Mengkatip require choosing descriptive text about pets.

c). designing method

Before the teacher does the teaching the teacher first designs the method that will be applied. The method used by the teacher mts mengkatip is conventional method.

d). designing media

Using media in the teaching learning process very important because using media can attract students' learning interest . for example in learning writing done by teachers in Mts Mengkatip using media Lcd and Music.

e). designing assessment

At this stage the assessment aims to determine the effectiveness and efficiency of success or activities in achieving defined learning goals. In this case the way the teacher at mts mengkatip evaluates is the task of making or writing descriptive text with theme a pet.

The assessment in the teaching writing descriptive text:

1. Technique : written test
2. Form : writing
3. Instrument : describe something (pets)

Table 4.4
Scoring Guidelines

No	Description	Score
1.	Every answer is correct, grammar is correct, choice of word is correct and pronunciation is correct	5
2.	Every answer is correct, grammar is not correct, choice of word is correct and pronunciation is correct	4
3.	Every answer is correct, grammar is not correct, choice of word is not correct and pronunciation is correct	3
4.	Every answer is correct, grammar is not correct, choice of word is not correct and pronunciation is not correct	2
5.	Every answer is not correct, grammar is not correct, choice of word is not correct and pronunciation is not correct	1
6.	No answer	0

3. The media applied by the teacher in teaching writing descriptive text

Based on the observation and interview with the English teacher, the researcher found that there are some media that used by the teacher in teaching writing. Media play an important role in a teaching and learning process. The use of media is very needed to reach the purposes of teaching and learning and it should be various. The using of media will increase the probability that students will learn more and the knowledge will retain better

in their mind. Each teachers use different media in teaching. The uses of media depend on the students' condition and also the class condition. There are some media that usually used by the teachers in teaching:

a). LCD

One of the media that usually used by the teachers is LCD. According to the teachers the use of multimedia like LCD is very simple and the use of LCD is efficient to make the teaching and learning process easier. The teacher can show the material in the LCD such as picture, video or game. In addition the teachers also can give the example of dialogue in order to make the students more understand with the material.

On the other hand, based on the interview with the English teacher, the use of LCD is very simple and the use of LCD is efficient to make the teaching and learning process easier. The other media in teaching can be shown by using LCD . such as picture or video. The teacher said that :

While based on the interview, the teacher said that :

“Tidak selalu menggunakan media tapi kadang saya menggunakan media proyektor atau lcd”. (interview with Mr Abdul on 13 pebruary 2018).

b). Music

The use music in learning media will certainly have a positive impact on the larning process. That's because music is one way to stimulate the mind, so students can receive the subject matter well. Besides stimulating

the mind, music can also improve concentration, memory, improve cognitive, physiological , and emotional intelligence aspects. Music influences students' feelings that will affect the teaching and learning process. Music does not always have to exist so that the learning process can take place but music can make the learning process more enjoyable and not boring.

While based on the interview, the teacher said that :

" jelas sekali terutama ketika saya bawa wireless ke kelas , saya lihat siswa sudah mulai bosan biasanya saya putar musik agar mereka rileks kembali". (interview with Mr Abdul on 13 pebruary 2018)

4. The strategy or method applied by the teacher in teaching writing descriptive text

Based on the interview with the English teacher and the students and also from the observation the researcher found that the method that used by teacher in teaching writing are conventional Method, the most traditional way of teaching and has long run in the history of education is to teach by the teacher. This Method has always been used as an oral communication tool between teachers and students in the learning and learning process. In learning conventional method is market by lectures accompanied by explanations, as well as the deviation of tasks and exercises.

The teacher applied the strategy with the conventional method. After the teacher make a lesson plan and determine the strategy, the teacher should apply it when he conveys the material. The strategy should be appropriate with the syllabus and lesson plan. When the teacher gives the assignment, the students to analyze the generic structure, social function, and language features of the descriptive text so they can make the descriptive text well. From the interview with the teacher, the researcher thinks that the strategy used by the English teacher is good. Because the teacher uses this strategy in order that the students can solve the problems.

There are steps in teaching using conventional method :

1. Convey the purpose. The teacher convey all the objectives of the lesson to be achieved in the lesson.
2. Present information. The teacher presents information to students step by step with the teacher method.
3. Check understanding and provide feedback. The teacher checks the success of student and provides feedback.
4. Provide opportunities for further training. The teacher Provides additional assignments to be done at home.

The researcher was interested in investigating strategies of teaching writing because strategies of teacher in teaching writing can facilitate the student to write a text. The researcher focuses on teaching writing

descriptive text because so far the researcher observed many students of Mts Mengkatip were still confused to make descriptive text. And the teacher said:

“ I use conventional method, sometimes students are not focused, not excited, sleepy, but sometimes I use games to make it more interesting and can also use discussion or question and answer to arouse students' interest in learning (interview with Mr Abdul on 13 february 2018).

5. The problems does the English teacher get in teaching descriptive text at the Mts Mengkatip

In the point of the problems of teaching writing on descriptive text, the English teacher divided problem faced when teaching in Mts Mengkatip . As described in research findings, the following problem was material preparation : It was quite difficult for mr. Abdul rahman teacher to prepare the material before teaching. The teacher had to fit the material with the topic. It was impossible for the teacher to use only on English book, because the recent English book has some lacks, for example: the lack grammar, inappropriate material for certain students, limited topic, and some error texts.

C. Discussion

Based on the research finding, it was concluded that the results : (1) from interview and observation, the teaching procedure done by the English teacher was not in accordance with the correct teaching procedure. there were still deficiencies in carrying out existing procedures. there were still procedures that are not applied.(2) from interviews and observations , the

teacher in preparing learning there was no special preparation. Preparation was carried out in accordance with the material to be taught. in preparing learning the teacher must prepare the class. Then chose material that was suitable for the students' abilities. in this case the preparation made by the teacher was still not optimal. (3) From the interviews that teachers do not always use the media in teaching. The media was used by teachers was still lack , it should be able to be added with other media to make it more interesting like media pictures. (4) The method used by teacher in teaching writing were conventional Method, the most traditional way of teaching and has long run in the history of education was to teach by the teacher. This Method has always been used as an oral communication tool between teachers and students in the learning and learning process. This method was still less effective because student are less active in learning. (5) Furthermore , the researcher identified some factors causing the writing ability of the students VIII was low. The causes came from the students and the teacher. For the students of VIII , writing was the most difficult skill than the others. There are some difficulties faced by the students were in using right grammar, lack of vocabularies, content, punctuations, and sentence structure. They also had low motivation in English lesson, especially in writing a text. The teacher does not implement a method giving chance for the students to be active writers in the classroom. Therefore, the students lack of time to practice writing.

This findings was supported by Yuni windayanti (2012) entitled” The Teachers Problem In Teaching Writing Narrative Text To The Eight Grade Students of SMPN 1 Maluku”. Yuni found that study problems of the teaching narrative text faced by the school (media) were : lack of the English book for student, lack of English and Indonesian dictionary, there was no internet facilities in taking lesson material and the practice of writing not available of time. The main problems of teaching narrative text faced by the teacher were : lack of teacher guide, the teacher method was boring in the English classroom. The similarities focussed in english foreign language (EFL). The difference is the writer teaching narrative text.

This findings was also supported by Jumiati rabiah (2010) about“ the problem of teaching learning descriptive text writing at the second year students of MTSN 2 of Palangkaraya “. She found the main findings of the research were the result based on the result of interview that the problems of teachers in teaching descriptive text caused by the students behavior and less of the media at the school. The next finding was the problems of students in learning descriptive text were the students knowledge about descriptive texts was less, the students got difficulties in arraging the words to the sentences, the students got difficulties in making the correlation between paragraph, the students got difficulties in diction and the students just had some pocket dictionaries.

This findings was accordance with by Lailin Ni'mah (2007) entitled” problem on writing narrative text faced by the second Grade Students of Man Model Palangkaraya In Academic Year 2006/2007.” The study revealed that there were 68% student who had problems dealing with content, 65% students had problems in term of organization, 65% students had problems in term vocabulary , 83% student had problems in term of grammar and 34% students had problems in term of spelling. Consequently , the second grade students of MAN MODEL Palangkaraya in Academic year 2006/2007 had problems in writing narrative text especially in term Grammar. The similar was that both skills focuss on EFL teaching, and the design of both skills was qualitative design. . The difference was focussed on the problem of writing narrative text writing.

This findings was supported by Novita sari Any (2011) entitled” The students’ ability in developing ideas in writing descriptive paragraph by the first year students of SMAN – 4 of Palangka Raya “. The students’ ability in developing ideas in writing descriptive paragraph by the first year students of SMAN – 4 of Palangka Raya in terms of content was in fair ability level by the score 19, in terms of organization was fair ability level by the score 11.7, in terms of vocabulary was in fair ability level by the score 11.6, in terms of grammar was in fair ability level by the score 12.7, in terms of spelling was in poor ability level by the score 2.7. The students’ ability in developing ideas in descriptive paragraph as a whole was in poor ability level by the score 57.8.

This study focuses on students' ability to develop ideas in descriptive paragraph writing.



CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

In this chapter the researcher drawn the conclusion of this research from the research findings and discussion. the conclusions were as the followings :

1. The procedures of teaching writing on descriptive text for the eighth grade of MTs Mengkatip could be differentiated into three steps : pre teaching, whilst - teaching, and post- teaching.
2. There are several steps that should be done before teaching: a. designing lesson plan, b. designing material, c. designing method, d. designing media , e. Designing assessment. In the process of preparing teaching writing descriptive text in Mts Mengkatip there was no special preparation done by the teacher. Preparation was made depending on the material to be taught to students.
3. There are some media that usually used by the teachers in teaching: a. LCD, b. Music. Every teaching course media was very helpful so that the teaching and learning process run well. From the result of the research teacher at Mts Mengkatip didn't always used media in the teaching and learning process.

4. The method used by teacher in teaching writing descriptive text at Mts Mengkatip was the conventional method. This method was still less because only teacher played a role and students only listen , if was less effective.
5. Dealing with the problems of teaching writing on descriptive text, the English teacher faced some problem when teaching in MTS Mengkatip was material preparation. The problem faced by the teachers in teaching writing descriptive text at Mts Mengkatip was the teacher's difficulty in preparing the material to be taught .

B. Sugestion

After analyzing the data and making conclusion, the researcher would like to give some suggestions, as follows:

- 1) For the English teachers of Mts Mengkatip

It was recommended that the teacher writing descriptive text .the teacher should be skilled in planning and selection of media used. The use media of appropriate media will affect the learning environment that was effective and effecient so that students excited and interested in learning English. And the teacher can consider other methods in discussion other than conventional method. And then , the teacher should provide the students with list of vocabulary or ask them to always bring dictionary since they still has poor vocabulary.

2) For the students of Mts Mengkatip

For the students, when they studied descriptive text , it was recommended First, the students have to pay attention to the lesson given by the teacher. Second, the students bring the dictionary . Third ,the students have to try to comprehend the materials by them selves without always ask to the teacher to read material orally. Fourth , the students have to do assignment carefully and seriously.

3) For the next researchers

Since the study was descriptive qualitative research it was recommended need other research conduct a similar study using quantitative research. It was needed by teacher participated in the class so that the students gave attention in learning activity. Learn more about descriptive text and how to implemented descriptive text in the class.

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